



Sonoran Trails Middle School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5555 East Pinnacle Vista Drive, Phoenix, AZ 85085

Cave Creek Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Skot Beazley
Schedule : 07:30 AM to 04:00 PM
Grades : 6-8
Web Address : www.ccusd93.org
Phone Number : (480) 272-8600
Fax Number : (480) 272-8699
E-mail : sbeazley@ccusd93.org

Mission

Sonoran Trails Middle School (STMS) is an active learning community of students, parents and staff who strongly believe in providing a safe and nurturing environment designed to meet the unique needs of middle school students. We emphasize a team approach, have clearly defined high academic and behavioral expectations, and we work diligently to help our students ACHIEVE EXCELLENCE. Students are encouraged to develop a sense of respect and pride in themselves and their school. GO STINGERS!

School / Academic Goals

- ü A primary goal is to maximize the benefits of grade level teaming while continuing to differentiate and individualize our lesson plans and instruction to meet the unique needs of each student at STMS.
- ü To continue our efforts to develop and implement benchmark processes in math, reading and writing across all three grade levels. To use this benchmark data on a real time basis to help classroom teachers make informed instructional decisions.
- ü To continue to provide a dynamic curriculum, instructional program and assessment process that exceeds state standards while ensuring a safe, learning centered environment.
- ü To assist all of our students in such a way as to achieve 100% proficiency in writing across all three grade levels on the Arizona Instrument to Measure Standards (AIMS).

Enrollment

October 1, 2005 School Year Student Enrollment : 631
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 28

Instructional Programs

- ü 5 Period Day - Common Grade Level Prep
- ü Connected Math 65 Minutes Every Day
- ü Accelerated Reader and Study Island
- ü Six Traits Writing Program
- ü Go My Access Writing Program
- ü Differentiated Learning and Instruction
- ü Integrated Grade Level Teaming
- ü Honors Classes and Accelerated Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe every Student

- has a contribution to make
- must have access to the best programs
- faces life choices and needs support
- deserves teachers who are committed
- must experience positive relationships
- must be a part of a quality team
- has the capacity to learn
- deserves a respectful and trusting environment
- must be engaged in learning

Parents

Parents have a responsibility to energize their children to be excited about learning. This involvement should include asking questions, attending school functions, talking to teachers, participating with Teaching Teams and engaging in every aspect of the educational process. Sonoran Trails firmly believes in supporting a team effort and parents are a critical part of each grade level and school wide team.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1 National Board Certified Teacher; 1 Candidate	2002
ü 1 National Board Certified Teacher; 4 Candidates	2003
ü 2 National Board Certified Teacher, 3 Candidates	2004
ü National Certification pending for 4 STMS Teachers	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	456	79327	98	98	98	549	543	518	1	4	19	10	10	20	65	63	46	25	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	220	38961	97	98	98	548	544	520	2	5	16	11	10	20	63	61	48	25	24	16
Male	116	236	40295	98	98	97	550	542	516	NA	3	21	9	11	19	66	64	44	24	21	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	15	27	32327	94	93	98	538	503	499	NA	26	27	13	19	25	73	48	41	13	7	8
Asian/Pacific Islander	NC	11	1939	NC	92	99	NC	577	556	NC	NA	6	NC	NA	10	NC	64	47	NC	36	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	198	411	36373	98	98	98	549	545	538	1	3	10	10	10	14	64	64	52	25	23	25
Students with Disabilities	20	38	9321	80	86	87	506	495	467	10	21	54	20	26	22	70	53	21	NA	NA	3
Students without Disabilities	200	418	70006	100	99	100	553	547	524	NA	3	14	9	9	19	64	64	49	27	25	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	219	448	42230	98	98	99	549	545	535	1	3	11	10	10	15	64	64	50	25	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	460	79501	99	99	98	526	522	497	1	2	10	9	12	25	79	79	60	10	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	224	39062	100	100	99	530	526	502	2	1	8	9	11	23	77	79	64	12	8	5
Male	115	236	40368	97	98	98	524	518	491	NA	2	13	10	13	27	82	80	57	9	6	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	16	28	32389	100	97	98	515	489	478	NA	11	16	19	29	34	75	57	48	6	4	1
Asian/Pacific Islander	NC	12	1936	NC	100	99	NC	527	519	NC	NA	3	NC	8	14	NC	92	73	NC	NA	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	199	413	36446	99	99	99	527	524	516	1	1	4	9	11	15	79	80	73	11	8	7
Students with Disabilities	22	41	9411	88	93	88	494	484	453	9	10	36	18	32	36	73	59	26	NA	NA	1
Students without Disabilities	200	419	70090	100	99	100	530	525	502	NA	1	7	9	10	24	80	81	65	12	8	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	NC	37183	--	NC	97	--	NC	479	--	NC	16	--	NC	34	--	NC	49	--	NC	1
Non-Economically Disadvantaged	222	453	42318	99	99	99	526	523	513	1	1	5	9	11	17	79	80	70	10	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	462	80000	99	99	99	596	592	564	0	1	3	2	4	11	75	72	75	22	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	225	39288	100	100	99	613	610	579	1	1	2	NA	3	6	63	58	77	36	38	16
Male	116	237	40644	98	98	98	581	574	549	NA	1	4	3	5	15	87	86	74	9	8	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	16	28	32672	100	97	99	562	536	548	NA	7	4	6	18	14	94	68	76	NA	7	6
Asian/Pacific Islander	NC	12	1945	NC	100	99	NC	596	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	200	415	36602	99	99	99	599	595	579	1	0	2	2	3	7	75	73	75	24	23	16
Students with Disabilities	23	40	9919	92	91	93	556	552	505	NA	NA	9	4	15	35	91	80	54	4	5	2
Students without Disabilities	200	422	70081	100	100	100	601	595	571	1	1	2	2	3	7	74	72	79	25	24	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	NC	37534	--	NC	98	--	NC	547	--	NC	4	--	NC	15	--	NC	76	--	NC	5
Non-Economically Disadvantaged	223	455	42466	100	99	100	596	593	578	0	0	2	2	4	7	75	73	75	22	23	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	202	458	78546	98	99	97	573	571	543	2	5	15	9	10	18	66	60	52	23	25	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	250	38645	100	100	98	571	570	545	2	3	13	8	11	18	72	63	54	18	23	15
Male	93	208	39792	94	98	97	575	573	542	3	6	17	10	9	17	59	57	50	28	28	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	32	31177	NC	97	97	NC	528	524	NC	16	22	NC	28	23	NC	53	48	NC	3	7
Asian/Pacific Islander	NC	11	1940	NC	100	99	NC	603	580	NC	NA	5	NC	NA	9	NC	45	53	NC	55	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	183	405	36450	97	99	97	574	575	563	2	3	7	9	8	12	66	62	57	23	27	23
Students with Disabilities	18	42	8093	78	91	82	539	526	489	22	29	50	33	31	24	22	26	23	22	14	2
Students without Disabilities	184	416	70453	100	100	100	576	576	549	1	2	11	7	8	17	70	64	56	23	26	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	10	34694	NC	91	96	NC	NA	524	NC	NA	23	NC	NA	23	NC	NA	48	NC	NA	7
Non-Economically Disadvantaged	198	448	43852	98	99	99	573	573	559	3	4	10	9	10	13	65	61	56	23	26	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	464	79045	100	100	98	542	540	512	1	2	10	11	11	25	75	73	58	14	13	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	250	38860	100	100	98	548	544	519	1	2	7	5	9	22	83	76	62	11	13	8
Male	98	214	40075	99	100	97	537	535	505	1	3	12	17	14	28	65	71	54	16	13	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	32	31314	NC	97	98	NC	506	493	NC	16	16	NC	22	34	NC	59	48	NC	3	2
Asian/Pacific Islander	NC	11	1949	NC	100	99	NC	560	536	NC	NA	4	NC	9	15	NC	73	66	NC	18	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	188	411	36730	100	100	98	543	543	532	1	1	4	10	10	16	76	75	68	14	14	12
Students with Disabilities	22	47	8552	96	100	87	500	492	463	9	15	35	45	45	40	41	36	23	5	4	1
Students without Disabilities	185	417	70493	100	100	100	547	545	517	NA	1	7	6	7	24	79	77	62	15	14	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	10	34922	NC	91	96	NC	NA	493	NC	NA	15	NC	NA	34	NC	NA	48	NC	NA	3
Non-Economically Disadvantaged	203	454	44123	100	100	99	543	541	527	1	2	6	10	11	18	75	74	66	14	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	464	79657	100	100	99	586	591	566	1	1	3	3	3	8	93	93	87	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	250	39120	100	100	99	603	603	580	1	1	2	1	2	4	93	92	92	6	6	2
Male	98	214	40423	99	100	98	568	577	553	1	1	5	5	4	12	94	94	83	NA	0	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	33	31642	NC	100	99	NC	557	552	NC	9	5	NC	6	11	NC	85	84	NC	NA	0
Asian/Pacific Islander	NC	11	1948	NC	100	99	NC	605	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	187	410	36929	99	100	99	586	594	579	1	1	2	3	3	5	93	93	91	3	4	2
Students with Disabilities	23	48	9069	100	100	92	534	540	508	9	6	11	22	19	30	70	73	58	NA	2	1
Students without Disabilities	183	416	70588	99	100	100	592	597	573	NA	1	2	1	1	5	96	95	91	3	3	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	11	35341	NC	100	97	NC	511	551	NC	18	5	NC	9	12	NC	73	83	NC	NA	0
Non-Economically Disadvantaged	202	453	44316	100	100	100	586	593	578	1	1	2	3	3	5	93	93	90	3	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	445	78400	98	99	97	584	588	554	9	7	21	12	9	19	57	59	47	23	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	216	38686	98	99	98	584	585	554	5	5	20	13	12	20	61	63	49	21	20	12
Male	97	229	39636	97	98	96	583	590	554	12	10	23	10	7	18	53	55	46	25	29	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	16	32	30732	100	100	97	554	560	534	19	16	31	25	19	24	38	53	40	19	13	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	176	398	37038	97	99	97	585	590	575	7	7	11	10	8	14	60	60	56	23	25	19
Students with Disabilities	15	30	7840	75	86	81	536	533	498	40	40	60	13	7	18	47	53	20	NA	NA	2
Students without Disabilities	185	415	70560	100	100	99	587	591	560	6	5	17	11	9	19	58	59	50	25	26	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	196	438	45386	98	99	99	584	588	569	9	8	15	11	9	15	57	59	52	23	25	18

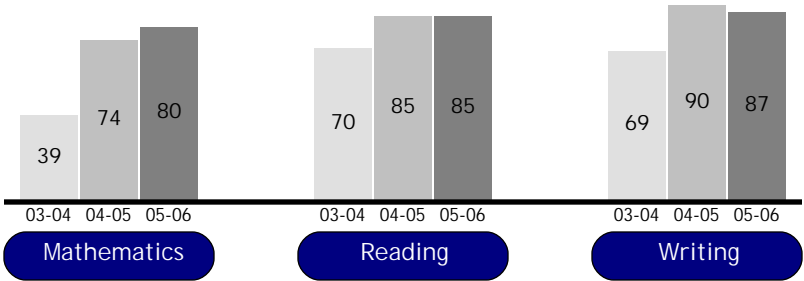
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	448	79179	99	99	98	545	549	519	2	2	11	13	13	27	78	77	58	7	9	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	218	38974	100	100	99	551	553	524	NA	0	8	11	10	25	79	81	61	10	9	5
Male	98	230	40124	98	99	97	538	545	513	4	3	13	14	15	28	77	73	54	5	9	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	14	30	30987	88	94	98	530	530	498	14	7	17	21	33	36	57	53	45	7	7	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	181	403	37467	100	100	98	546	550	539	1	1	5	12	11	17	80	79	70	7	9	8
Students with Disabilities	18	33	8567	90	94	88	515	504	467	6	12	39	22	27	38	72	61	22	NA	NA	1
Students without Disabilities	185	415	70612	100	100	99	548	552	524	2	1	7	12	11	25	78	79	62	8	9	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	199	441	45834	99	99	99	545	549	533	2	2	7	13	12	19	78	77	67	8	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	205	450	79734	100	100	99	571	579	554	0	0	3	12	8	19	87	90	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	217	39243	100	100	99	587	591	568	NA	NA	2	5	3	12	94	95	85	1	2	1
Male	100	233	40413	100	100	98	554	569	541	1	0	4	19	13	26	80	85	70	NA	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	16	32	31254	100	100	99	550	561	539	NA	NA	5	38	22	25	63	78	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	181	403	37668	100	100	99	572	581	569	1	0	1	9	7	13	90	91	85	NA	1	1
Students with Disabilities	20	34	8943	100	97	92	512	521	495	5	3	11	55	47	51	40	50	38	NA	NA	1
Students without Disabilities	185	416	70791	100	100	100	577	584	561	NA	NA	2	7	5	15	92	93	83	1	1	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	201	443	46016	100	100	100	571	580	567	0	0	2	12	9	14	87	90	84	0	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	71	NA	56	98	67	68	51	97	73	73	56
	Language	97	59	63	48	98	62	63	47	98	70	70	50
	Mathematics	97	80	80	66	98	64	67	52	96	75	73	58
7	Reading	100	69	NA	54	100	65	68	50	99	75	73	54
	Language	100	72	74	58	100	68	70	52	99	75	76	58
	Mathematics	100	70	72	62	100	64	67	50	96	72	72	54
8	Reading	100	72	NA	55	99	62	61	51	98	73	75	58
	Language	100	69	71	52	99	61	61	50	99	70	70	56
	Mathematics	100	77	76	61	99	61	63	53	96	70	73	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sonoran Trails Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Academics
- Ü Communications
- Ü Technology
- Ü Standards
- Ü Environment
- Ü Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	8	0	0
4 to 6 years	5	2	0	0
7 to 9 years	5	9	0	2
10 or more years	0	2	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	127
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two 34 Position Computer Labs
- Ü Fully Staffed Media Center
- Ü 3 Wireless Laptop Labs - 96 Laptops
- Ü Closed Circuit TV/Computer Network

Extracurricular Activities

- Ü Before/After School Program for Kids
- Ü Intramural Sports
- Ü Extended-day Programming
- Ü Physical Fitness Classes
- Ü Builder's Club
- Ü Year Book Club
- Ü National Junior Honor Society
- Ü Student Leadership Organization

Social Services

- Ü Two Full Time Counselors
- Ü A Shared Child Psychologist
- Ü District Prevention Coordinator
- Ü School Resource Officer
- Ü 2nd Step Prevention Program
- Ü Anti-Drug and Drug Awareness Training
- Ü Mini-Town Diversity Experience
- Ü Crisis Action Plans and Law Related Serv

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sonoran Trails keeps Best Practice in mind by offering a variety of professional growth opportunities for teachers which includes Cognitive Coaching, Differentiated Instruction, 6 Traits Writing, Curriculum Mapping and SEI Training.
- ü Sonoran Trails currently has three Nationally Board Certified Teachers - Amy McBeth - Math, Michelle Drechsler - Language Arts - Mindy Scheel - Language Arts. Mike Sarraïno, AJ Kaphing, Colleen Mcloone and Andrea Wardell are pending certification.
- ü Staff strives to meet social and emotional needs of students by implementing the Second Step violence prevention program. Lessons include empathy, anger management and problem solving. The program improves campus climate and student behavior.
- ü A new health program was created with a dedicated class and an exciting calendar of events. Students learn from many activities: making hygiene products, nutritional exploration & hearing motivational speakers deliver drug and law related education.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The issue of school safety is a shared concern. Today, more than ever, Sonoran Trails continues to work with community members, parents, students and staff together to develop a disciplined environment where learning can take place. We engage students in active dialogue, expose them to anti-bullying training to assist in developing the skills to negotiate peaceful resolution to conflict. All staff are actively involved in campus supervision to ensure a safe environment for teaching and learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Skot Beazley	(480) 272-8600
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Nedda Shafir	(480) 575-2000
School Nutrition Programs	Jeff Stempeck	(480) 575-2437
Parent Organization	Barry Johnson and/or Michelle McAtee	(480) 272-8600
Student Health/Nurse	Miriam Martinez	(480) 272-8600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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